

Job Description

Reviewed May 2016

School/College:	Forest Way School
Job Title:	Senior (Classroom)Teaching Assistant
Grade:	8 – Pro Rata 200 days annually (includes 5 Training Days and 5 days directed time that may include training, parents evening etc. in negotiation with the Headteacher and class teacher. This will include class room preparation and regular meetings.) Lunch break entitlement is a minimum of 30 minutes. 37 hours a week
Responsible To:	Headteacher through the Leadership Team and Class Teacher
Responsible For:	Coaching/Mentoring LSAs, TAs, students and classroom volunteers
Key Relationships/ Liaison with:	Teachers, other classroom support staff, Leadership team, other professionals associated with the pupils and parents/carers etc.
Job Purpose:	A SCTA will work under the direction and supervision of a teacher to assist with teaching and learning and associated activities in accordance with school policies and procedures. This may include: assisting with planning, delivery and evaluation of learning activities; supporting in whole classes; and working with individuals and small groups of pupils. An SCTA will also routinely undertake additional responsibilities such as: cover supervision; coaching and mentoring; and contributing to policy development.
Occupational Standards:	Supporting Teaching and Learning (STL) Level 3

MAIN DUTIES AND RESPONSIBILITIES:

The STA will routinely undertake the following (minimum 1/3 of their time)

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| 1. | To devise clearly structured learning activities for individuals, groups and whole classes, that interest and motivate pupils and advance their learning.
Organise and manage the learning activities in ways which keep learners safe. | ST48,23,
24, 27, 28 |
| 2. | To plan, delivery and evaluation of learning activities for groups and individual pupils, planning your own role and providing feedback on pupil engagement and achievement. | ST48, 23,
24, 27, 28 |
| 3. | To contribute to the planning, delivery and evaluation of learning activities for groups and individual pupils, planning your own role and providing feedback on pupil engagement and achievement and others, where applicable. | ST48
23, 24, 27,
28 |
| 4. | To work under the supervision of a teacher to plan, deliver and evaluate learning activities for small groups or individual pupils, providing feedback on pupil engagement and their achievement of the desired learning objectives. | STL18
23, 24, 27,
28 |
| 5. | To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans. | STL3
and 46 |
| 6. | To promote the development of pupils' self-reliance, self-esteem and emotional resilience. | STL45 |
| 7. | To promote, observe and report on pupil performance and development, using | STL29 and |

	assessment strategies to improve learning.	30
8.	To support the physical, intellectual, emotional and social development of pupils, facilitating children and young people's learning and development.	STL47 48,49,50
9.	To promote the development of positive relationships and acceptable behaviour in accordance with school policy.	STL19, 20,37
10.	To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.	STL21 and 22
11.	To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.	STL25,26 and 33
12.	To prepare and utilise ICT resources to support pupils learning.	STL7 and 8
13.	To prepare and support the use of learning materials, monitor and maintain curriculum resources, and create visual displays in order to ensure a relevant physical learning environment.	STL31 and 56
14.	To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate. This will include working with children and young people who have a range of needs including: • Communication and interaction needs; • Cognition and learning needs; • Behaviour, emotional and social development needs • Sensory and challenging behaviour; • Medical needs; • Personal care needs.	STL38, 39, 40, 41 42
15.	To administer First Aid, at an appropriate level, under the direction of the First Aider and be responsible for reporting details of accidents to the parents or carers and the authority as required. To care for a sick child and accompany to hospital in the absence of a parent or carer.	
16.	To undertake those nursing tasks and health routines that parents are reasonably expected to carry out. These tasks will be determined by individual pupils needs but may include administration of medication, tube feeding, catheterisation and administration of emergency medication eg rectal diazepam. NB. Senior Classroom Teaching Assistants may only be required to carry out health routines for which they have been trained and are therefore both confident and competent.	
17.	To support the moving, handling and repositioning of pupils with physical impairments, using appropriate equipment if necessary.	STL13
18.	To share responsibilities as appropriate for inclusion links and community skills.	STL17
19.	To provide support for bilingual/multilingual pupils if required and to relate to pupils in a sensitive manner appropriate to their individual needs, gender, disability and cultural background.	
20.	To carry out prescribed theme programmes under the guidance of a therapist.	
21.	To assist with the maintenance of pupil record keeping systems, including recording agreed updates to individual records.	
22.	To communicate as appropriate with parents and carers about the care and education	

of their children, as directed by the school.

23. To assist volunteers based in your work area, as appropriate.
24. To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required).
25. To attend at least one evening social event a term in order to develop relationships with parents/carers in a more informal setting.

Also, the SCTA will routinely undertake some or all of the following (minimum 1/3 of their time)

26. To supervise a whole class, for not more than 3 days, in the absence of the teacher, ensuring that the pupils are engaged in work as set by a teacher, and managing any behaviour issues that may arise in accordance with school policy.
27. To assist with the organisation of cover for absent colleagues (teachers or support staff), for planned and unplanned absences.
28. To support TAs and LSAs in identifying their own learning needs and help provide opportunities to address these needs as appropriate.
29. To support and motivate volunteers, including briefing them on their responsibilities, giving them feedback on their work, and assisting them to resolve any problems that may arise.
30. To contribute to the development and review of policies and practices relevant to classroom support staff.
31. To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans.
32. To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the pupil to attend school more regularly.
33. To lead an extra-curricular activity under the direction of the school but with limited direct supervision.
34. To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being.
35. To undertake midday supervision duties.
36. To provide for pupils' care needs as appropriate including feeding and toileting support as necessary.
37. To support, as appropriate, in instances where pupils are unwell whilst at the school.*
38. To present a positive image and be professional at all times.

* these duties only to be included by negotiation with individual employees, and after appropriate risk assessment and training have been undertaken.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) The postholder may be required, at times, to work across other schools / establishments / relevant agencies in the locality.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) As this job is designated as a 'regulated activity' (i.e. it involves certain activities in relation to children and/or adults) or is an exempt position under the Rehabilitation of Offenders Act, an enhanced CRB check **with a barred list check** is essential.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. The post holder may be requested to undertake any other duties and activities that are appropriate to the role and grade subject to the proviso that any significant changes of a permanent nature shall be incorporated into the job description in specific terms following consultation with the recognised Trade Unions.

Forest Way School shares a commitment to safeguard and promote the welfare of children and young people. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture that embraces the ethos of safeguarding amongst our workforce.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.

Forest Way School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.